

# PED 235

## Principles of Physical Education 3 credits

NOTE: This syllabus replaces pages V, VI, VII, VIII, IX, 95, 97, 107 and 109 in your text.

Instructor: John P. Bennett, Ed. D.  
Office: Hanover 107  
Phone: 910-962-3740  
Office hours: As posted  
E-mail: bennettj@uncw.edu  
Web page: <http://people.uncw.edu/bennettj/>

### I. Catalog Course Description

Introduction and Principles of Physical Education (3). Study of the principles, components, and development of physical education from ancient to modern times applied to the present and future. This is a survey course in the foundations of physical education. The course provides the prospective physical education major with an introduction to physical education as a profession. The student will also learn the requirements of becoming a physical education major and develop skills that will be used in other courses. Prerequisite: Physical Education Major

### II. Text(s)

**Required Text:** Titlow, L. W., and Bennett, J. P. (1996). *Introduction and principles of physical education*. Dubuque, IA: Brown and Benchmark.

**Recommended Text:** American Psychological Association. (1994). *Publication manual of the American Psychological Association* (4th ed.). Washington, DC: Author.

### III. Competencies

Upon successful completion of this course the student should be able to:

- A. Trace the history of physical education and sport from the earliest time to the present.
- B. Identify leaders, events, movements, and societal and political forces that have contributed to the growth of physical education and sport.
- C. Demonstrate an understanding of the current trends in physical education and their potential impact in school programs.
- D. Demonstrate an understanding of the federal legislation that mandates equal opportunity for both genders and for special populations.
- E. Demonstrate an understanding of the key characteristics of education and physical education programs guided by philosophies that may include, but are not limited to, pragmatism, idealism, naturalism, and existentialism.
- F. Justify the need for physical education as it related to the total education process in today's schools.
- G. Develop and express a personal philosophy of physical education and sport relative to the context of today's schools.
- H. Using specified professional journals from the library or other sources and an appropriate style manual (i.e., APA) read, summarize, and critique in your own words appropriate physical education articles and other resources.

- I. As an outside assignment following class discussion, carefully analyze the career opportunities and choices (teaching/coaching, business and industry) available in physical education and arrive at a career decision that can be supported with sound reasoning.
- J. Employ guidelines for career development through participation in a variety of specified professionally based field experiences.
- K. Select an appropriate physical education topic, use APA style and correct writing techniques, write a research paper. This is only for students who contract for an A.
- L. Display a disposition toward reflection and commitment toward professional growth and lifelong learning activities.
- M. Demonstrate knowledge of the legal issues and trends as they pertain to physical education and sports.
- N. Demonstrate knowledge of the components necessary to establish intramural and interscholastic athletic programs that would compliment the overall school program.
- O. Display skills in and knowledge of the areas of public relations and human relations as it related to the role of a physical educator.
- P. Display knowledge of the structure and goals of informal and formal sports organizations and how they affect and are affected by society. This includes the various organizations that govern adapted sports and games.
- Q. Demonstrate an awareness of the necessity to keep on learning throughout life and the importance of learning how to learn.
- R. Access and utilize computer based information on principles of physical education.

#### **IV. Course Outline**

- A. Professional terminology.
- B. Structure and personnel of UNCW, emphasis on HPER Department.
- C. Attributes of physical educator, including interest in HPER as a career, biological development, and others.
- D. Professional organizations and literature.
- E. Introduction to the APA Manual.
- F. Foundations of physical education:
  - 1. History.
  - 2. Science: Anatomical systems, Growth and development, Mechanics, Physical fitness
  - 3. Psychology.
  - 4. Philosophy.
  - 5. Sociology: Definition of sport sociology, Relatively new area of study, What is sport?, Sport and society, Socialization and sport, Social stratification and sport, Socialization of the child, Sport and education
- G. Professional preparation
  - 1. Professional status of HPER
  - 2. Objectives of professional preparation
  - 3. Why teach?
  - 4. Personal qualities
  - 5. Areas of continued growth
- H. Curriculum
  - 1. Define
  - 2. Terms
  - 3. Need for objectives
  - 4. Developmental objectives of physical education
- I. Career choices in physical education: Traditional-teacher/coach, Other areas
- J. Trends and issues: Overemphasis on school sports, Ethics and values
- K. Physical fitness testing of the prospective physical education major (see related course requirement).

## V. Evaluation

### A. Class policies and information

#### 1. Attendance and participation

- a. All students are expected to attend, participate, and dress appropriately for this class.
- b. After 3 absences, each absence will result in a 1/2 letter grade deduction from your final average.
- c. Two lates will count as one absence.

#### 2. Assignments

- a. All papers, projects and other assignments are to be typed and are due on their due date. No points will be provided for materials that are turned in late.
- b. Late assignments will not be accepted without prior approval of the instructor before the due date. No points will be provided for materials that are turned in late.

3. All written work will be evaluated according to the most recent edition of the American Psychological Association Style Manual.

4. The instructor reserves the right to modify or change assignments during the semester.

5. Honor code - Dedication to the physical education profession requires a high ethical commitment to the field, peers, and oneself. Dishonesty can neither be tolerated or accepted. Specific policies are described in the Student Handbook and Code of Student Life.

6. The Learning Center will provide free tutorial assistance for students. If you are interested in taking advantage of the tutoring sessions, you need to register with The Learning Center on the second floor of Westside Hall.

### B. Grading Scale

A =	94-100	C =	74 - 76
A- =	90 - 93	C- =	70 - 73
B+ =	87 -89	D+ =	67 - 69
B =	84 - 86	D =	64 - 66
B- =	80 - 83	D- =	60 - 63
C+ =	77 - 79	F =	0 – 59

### C. Grade Distribution

1.	Tests (4)	60%
2.	Complete a 4 hour field experience, grades K-12, observing/interacting with physical education classes in the public schools.	10%
3.	Final exam (comprehensive)	<u>30%</u>
		100%

### D. Grades K-12 Field Experience description - 4 hours Objectives:

1. Describe the students, the environment, the activities, and the learning taking place in the Physical Education classroom.
2. Record observations with comments or what went well and what could have been done differently.

### E. Types of Participation

1. Observe and evaluate public school physical education teachers (multiple settings desirable).

2. Generate a summary and analysis of the students, learning environment and learning of activities based on the National Association for Sport and Physical Education Guidelines for a Physically Educated Person.
3. A 4-5 page reaction paper will be written after the completion of the field experience(s) summarizing and analyzing the experience(s).

**VI. Accommodations for Disabled Students**

The course instructor is happy to make appropriate accommodations for students with disabilities, as specified in federal regulations. If you have a disability and need accommodation, please follow this procedure. First, contact and register with the office of Disability Services in Westside Hall (ext. 3746). Second, obtain a copy of your Accommodation letter and then make arrangements to speak with this instructor. Assistance will be gladly provided based on the recommendations of Disability Services and our mutual agreement.